

## Guide to Scoring the Bridge

By Carpenter, MacLaughlin, Pierce, Stefely, Summer, and Young,

Tracking the emergent literacy growth of the young child and the developmentally young child is essential to plan appropriate programs that challenge children and move them ever forward in their literacy and language development. This Guide has been designed to help you analyze child artifacts, whether work samples or anecdotal notes, so you critically “see” developmental progress. While you will “score” an artifact or note using the Bridge, the point is not the score—the point is an awareness of where a child is and where a child can next go. Usually, you will want to see three evidences of a particular “score” before you judge a child as having mastered that skill or task. Once you see a skill or task being used regularly or comfortably, you should then begin asking yourself what new materials or interactions from you in the environment would challenge the child to build on current skill and advance. A few tips to make this whole process easy for you:

- Study the Bridge tool and this Guide and use language from the tool and Guide when recording your notes on child work samples and anecdotal records.
- Always date everything you collect.
- Review data you collect on a regular basis and score it during these reviews so you are aware of each child’s progress and next steps to take. This also helps you not forget key details and context over time.
- Always record what children tell you about the drawings or writings because this captures deeper detail about an artifact. If a child does not volunteer any dictation, ask the child to tell you about the artifact, write down what is said, read it back with the child and ask the child to read the written dictation too.

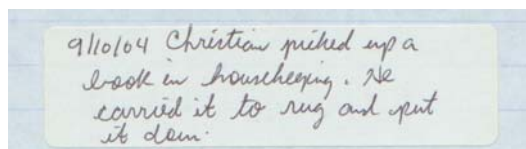
Finally, please note that this is meant to be a naturalistic assessment of a child’s language and literacy growth. It is meant to be used with everyday activities in which children engage during play.

In the remainder of this Guide, you will find a description of each item score, often accompanied by a photo or an anecdotal note for illustration. Often, you will note that there are several ways for a child to produce a worthy artifact—there is no one “right” way. Children in quality environments have many opportunities to demonstrate their emerging competence throughout the day. So familiarize yourself with this Guide (it may take several readings) and then enjoy the literacy and language journey with your children!

## FOUNDATIONS OF READING

### 1. How does the child interact with books?

1.1 The child is beginning to explore books by mouthing them, patting them, carrying them around. Children may accidentally tear or crumple pages as they explore them from a sensory-motor stage of development.

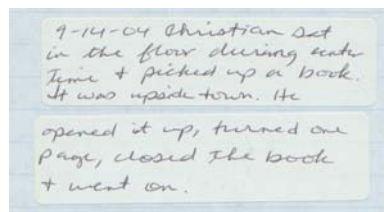


Item 1.1 1

1.2 The child is beginning to recognize that a book has different properties from other toys. He or she may fan the pages, flip them, and look at the pages in no particular order. The child will interact with books and pages in the middle, beginning, and/or end.



Item 1.2 1



Item 1.2 2

1.3 The child holds the book appropriately, right side up. If you hand the child a

book incorrectly, the child will turn it the right way.



Item 1.3 1

(Note on how to create opportunity for this item: In circle time, hold the book up the wrong way and note who notices. Make a big deal about having to turn it right side up. In the Book Center, turn the books upside down on the book shelf, and note who notices. For children with physical impairments, try offering a choice of two books, one held correctly and one held upside down. Note if the child seems surprised or confused by the book that is upside down. Make sure books are appropriately adapted with color contrasts, large print and tactile cues for children with visual impairments.)

- 1.4 The child holds the book appropriately, has it open and is actively engaged. The child is examining the pictures closely (e.g., looking, touching, playing with interactive components like buttons or flaps), but still no order to the turning pages is required for this score.



Item 1.4 1

- 1.5 The child turns each individual page one at a time, in order. If the child has motor challenges, it is appropriate to offer modified books to help, e.g., page fluffers, tabs, books in binders. Note the difference in the photo for this item and one for 1.4. The children in the photo for item 1.4, while engaged are more playful. The child in the photo for this item is totally engaged and very

carefully turning each page and examining the pages very closely.



Item 1.5 1

- 1.6 The child will go choose a new or familiar book that you have requested (can be through eye gaze) or brings a book to you and identifies the book by title or an approximation of the title. For example, a child is asked to get the *Frog Prince, Continued*. From a group of books about frogs, the child picked this specific book.

9-17-04 At circle time before lunch, I asked Dre to bring me a book to read. He brought me Twinkle Twinkle Little Star. I said what is this book - He told me the title

Item 1.6 1

Dre 11/16  
said he wanted to listen to Naughty Little Monkeys in Listening Center and picked out the book by the cover

Item 1.6 2

## 2. How does the child interact with symbols/print?

- 2.1 The child uses some type of symbol to choose a story, song or rhyme. To receive this score, you feel that some type of graphically symbolic language is being used by the child as a receptive and/or expressive cue. The key to receive this item score is the interaction

with print, pictures, communication symbols or objects. The item is not scored based on vocalization.

Molly - Sept 14, 2004  
While standing in her stroller, Molly's eyes gazed toward the reproduction of the cover of the Snowy Day on the choice board when she was asked which one was the book she would like to read. She had three book cover reproductions from which to choose (Peter's Chair, Snowy Day, and A Chair for My Mother).

#### Item 2.1 1

Mandy - Oct. 6, 2004  
During free time, Mandy picked out the Dr. Jean CD and brought it to Miss Karen to play. We had put a smiley face sticker on all the Dr. Jean CDs. I asked Mandy to get me another Dr. Jean CD and she was able to select another CD with the smiley face sticker. I watched her carefully look for the smiley face sticker, moving a CD to uncover the sticker on the CD behind before picking it up.

#### Item 2.1 2

Jacob - November 8, 2004  
While sitting in the bean bag chair next to the book basket, Jacob reached for Chicka Chicka Boom Boom. He handed it to me without any vocalization. We had been reading this book all week in circle.

#### Item 2.1 3

- 2.2 The child recognizes at least one example of environmental print (e.g., logos, food labels), letters and/or words in the environment such as their own name. For example, he or she may say, "That letter's in my name," or "That letter is like Donald's name." He or she may identify "McDonald's" when seeing the "golden arches" or labels of food items in housekeeping. Parents could share examples of times they observed their child recognize print or logos. This skill is only beginning to receive this score.

Katrina Oct 21, 2004  
As Katrina put bowls and spoons on the kitchen table in Home Living, she asked Martha to bring the Cheerios cereal box, pointing to the actual box.

#### Item 2.2 1

Trevor Sept. 21, 2004  
When Sarah's mom dropped her off at preschool this morning, she brought biscuits from Bejangles for her to share with the other children. Seeing the bag, Trevor said, "Look! Bejangles!"

#### Item 2.2 2

- 2.3 The child will be able to recognize other children's names, signs, or labels. For example, he or she appropriately can tell you "Dylan, David and Doug" when seeing these printed names. Parents could share examples of times they observed their child recognizing words, letters, & logos. This skill is frequently observed to receive this score.

Dre 8/20  
Recognized all the names when held up at group time.

#### Item 2.3 1

9-20-04 at group, Miranda went to put her name up - she also got Milo's and carried him into coming and put his name up.

#### Item 2.3 2

- 2.4 The child will point to words and/or ask questions about words. For example, the child covers up the words while you're reading and then realizes that you need to see the words to read. The child could ask, "What does this say?" when pointing to words. The child could tell you what they "wrote" or scribbled. To receive this score, a child knows that words are there for us to read.

Miranda 11/12  
Looking at a book, she pointed at the words & asked "what's this say?" I read it to her, she turned the pages, pointed at those words & asked again, then again on next page.

#### Item 2.4 2

- 2.5 The child will know where to read on a page. He or she points out words on the page, but doesn't have to point to the first word or any specific words. The child may sweep across the words of the page with his or her finger, pointer, or eyes.

min 5-4-05 was reading a book to herself. I asked her what it was, she said The Very Busy Spider. She pointed to where to begin reading.

Item 2.5 1

Dre 4/11/05  
"Read" the book, Let's Take Care of the Earth (the one we've read at group time each day for a week). He said each time as he ran his finger under the words.

Item 2.5 2

5-5-05 Dre chose Is it an Insect? brought it to me. I said what is the name of this book - he told me - Then he read it by memory pointing to the words

5-10-05 Dre read the book The Very Hungry Caterpillar by memory - pointing to each dot as he read - not word for word, but "pretending" to read them

Item 2.5 3

9-13-04  
Dre pointed to where to begin reading when I was reading a big book during circle time

Item 2.5 4

- 2.6 The child will point word by word to memorized text. The child can say that they know a word is a word because they know there is space between words. He or she can point out a word among other words, but does not have

to be able to read specific words. The child just needs to know what a word is in order to receive this score.

4-25-05 Looking at the title we were about to read, Xinda asked which 2 words are the same...  
continued -  
"I've picked out 'Tall' twice"

Tall Tall Trees

Item 2.6 1

### 3. How does the child engage in the act of reading?

- 3.1 The child stops moving long enough to acknowledge that someone is reading to him, even if for only a short time. He or she may turn his or her head and/or gaze towards the reader. This behavior can be fleeting. Note the difference between the two children in the photo below. The child sitting next to the adult is gazing toward the adult reading. She may be listening in from time to time. This child is an example of a score of 3.1.

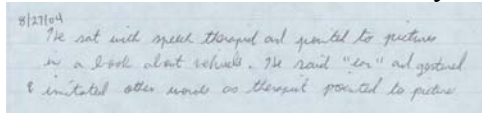


Item 3.1 1 and Item 3.2 1

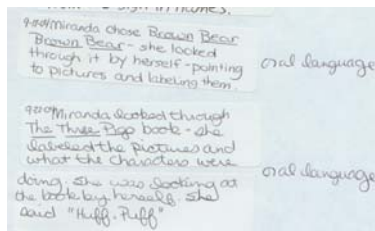
- 3.2 The child has more focused attention to the book and the person reading. The child is participating by looking and/or listening or reaching out to touch the reader and/or book. Again, note the difference in the two children in the previous photo for item 3.1. The child sitting in the adult's lap is an example of a score of 3.2. She is more focused on the book and the reader.



- 3.3 The child interacts during the act of reading. He or she labels pictures or actions, makes comments, sound effects and/or movements about the story.



Item 3.3 1



Item 3.3 2

- 3.4 The child is reading the book alone. Reading could mean talking about the pictures, reading from memory or using repeated lines. They could be sitting next to another child and making comments about the book to the child; however, the other child is not engaged with them. Please remember that children with special needs are able to use their adaptations, e.g., communication boards and voice output devices to read.



Item 3.4 1

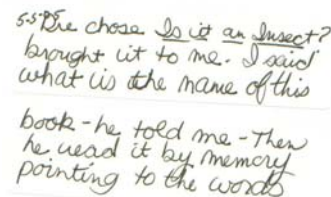
- 3.5 The child is reading to another. This situation includes two children reading together, or it could be a child reading to a teddy bear. They are reading to an audience. Reading includes talking about pictures, reading from memory and/or using repeated lines. Note the difference in the photos for item 3.4 and 3.5. In the photo for 3.5 below, these

two girls are talking together about the book. Note the girl's hand position on the left—she is animated in her reading the back cover of this book with her friend. In the photo above, children are engaged in reading, but doing so alone—the idea of audience has not yet developed.



Item 3.5 1

- 3.6 The child is reading from memory while pointing to the written word. The child may actually read some familiar and/or new words. Note how the example for this item was also used as an example for item 2.5. This child pointed to the words AND read them from memory.



Item 3.6 1

## FOUNDATIONS OF WRITING

Please note that the focus for item number 4 is on **motor** skills. Therefore, children with disabilities may need adapted writing instruments and/or computers with adapted key boards and picture communication symbol drawing and writing software.

Please note that the focus for item 5 is on **cognitive** understanding of uses of print. If a child has severe motoric impairment and must use a computer with picture communication symbols to write, make sure that he or she has opportunities to do so

while communicating meaning, e.g. making a list or a sign in order to score accordingly.

#### 4. How does the child draw/write? (Remember, the focus here is on motor skills)

4.1 The child will mouth tools (e.g., makers, stamps, brushes) and paper, tearing and crumpling them.

Brianne June 16, 2005  
Brianne was in her stander outside as she "painted" the brick wall with water. She put the squishy sponge paint brush into her mouth and explored the texture.

Item 4.1 1

Justin Sept 22, 2004  
Justin grabbed the chubby chunk crayon and put it into his mouth. He made a face and spit out the waxy crayon pieces.

Item 4.1 2

Noah July 18, 2005  
While at the outside art easel, Noah stopped painting and sucked on the end of the plastic paint brush.

Item 4.1 3

4.2 The child will make marks on a page with a variety of tools. The child begins to understand that the tool will make a mark and have a purpose. This item is at the "cause and effect" level.



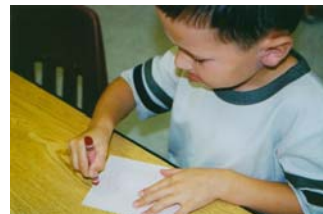
Item 4.2 1



Item 4.2 2



Item 4.2 3



Item 4.2 4

4.3 The child will explore writing/drawing with greater purpose, usually for a longer period of time. The child may fill the entire page. He or she may use multiple colors or multiple tools.



Item 4.3 1



Item 4.3 2



**Item 4.3 3**

4.4 The child begins to demonstrate writing/scribbling that looks different from drawing. The child might identify the writing to you on their picture. You will still see drawing and writing-like marks together on a page at this stage. Note how the children's artifacts below each include some writing-like marks that may even be identified by the child. In item 4.4 3, the child made a mark at the top of his "beach map" and told the teacher that mark "says beach." Item 4.4 4 has no recognizable drawings, but the "writing" has not yet taken on any indications of directionality and does not look fully print-like yet.



**Item 4.4 3**

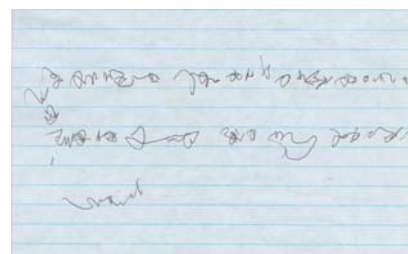


**Item 4.4 4**

4.5 The child's writing begins to look more like writing, e.g. wavy scribbles, linear directionality emerge. Print-like marks dominate the page. Fewer drawings are mixed with print-like marks.



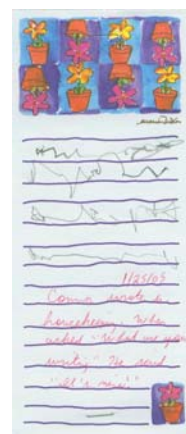
**Item 4.4 1**



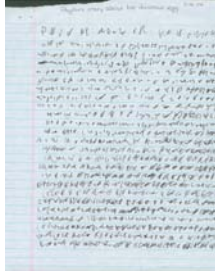
**Item 4.5 1**



**Item 4.4 2**



**Item 4.5 1**



**Item 4.5 1 and Item 5.5 1**

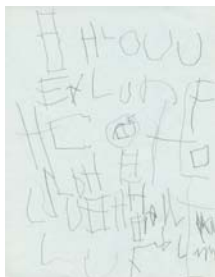
- 4.6 The child begins to write with disconnected scribbles with letter-like forms and some recognizable letters.



**Item 4.6 1**



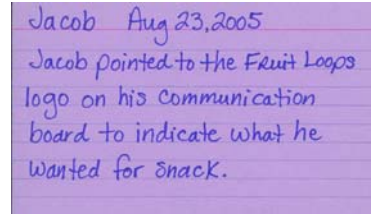
**Item 4.6 2**



**Item 4.6 3**

- 5. How does the child use symbols/print?**  
(Remember, the focus here is on the cognitive understanding of the **USE** of print)

- 5.1 The child uses picture communication symbols, objects, pictures to communicate a choice.



**Item 5.1 1**

- 5.2 The child uses drawings to communicate meaning. They may draw a picture of themselves, friends or something specific. There will be no scribbles, only drawings to receive this score. Upon completion of a drawing, ask the child to tell you about the picture. Record their dictations.



**Item 5.2 1**



**Item 5.2 2**



**Item 5.2 3**

- 5.3 The child uses scribbles and/or drawings to make signs, labels, or lists. You may see drawings with the



scribbles. Ask the child to tell you about the artifact. Record his or her dictations.



Item 5.3 1



Item 5.3 2

To:	URGENT		
Date:	Time:	03	
WHILE YOU WERE OUT			
From:			
Phone:			
Area Code:	Number:	Ext:	
Fax:	Area Code:	Number:	Ext:
Telephoned	Called	Phone call	Phone call
Called to see you	Called to see you	Called to see you	Called to see you
Returned your call	Returned your call	Returned your call	Returned your call
Message:			
Signed:			

Item 5.3 3

5.4 The child uses mainly scribbles to write. Drawings will no longer be visible. Through child's actions, verbalizations, and/or dictations you will be able to understand the meaning of their scribbles, but also ask the child to tell you about the writing. Record the response.

To:	URGENT		
Date:	Time:	03	
WHILE YOU WERE OUT			
From:			
Phone:			
Area Code:	Number:	Ext:	
Fax:	Area Code:	Number:	Ext:
Telephoned	Called	Phone call	Phone call
Called to see you	Called to see you	Called to see you	Called to see you
Returned your call	Returned your call	Returned your call	Returned your call
Message:			
Signed:			

Item 5.4 1

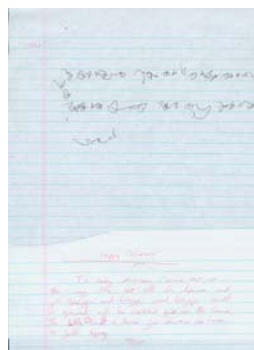


Item 5.4 2

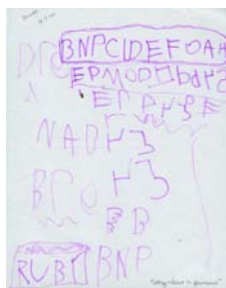
5.5 The child will use many letter-like forms in scribble to tell a story. You will probably see more disconnected scribble. Drawings will no longer be visible. Be sure to ask the child to tell you about the writing. Record their responses. Note that item 5.5 2 was also used as an example for 4.5. The child's writing is beginning to look more like writing (4.5), but the child also told an elaborate story (5.5).



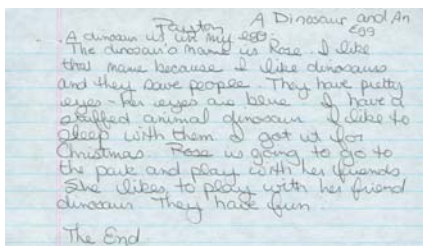
Item 5.5 1 Sign up for swim lessons



Item 5.5 2 Happy Dinosaur

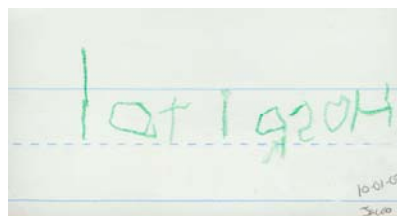


Item 5.5 3



Item 5.5 4

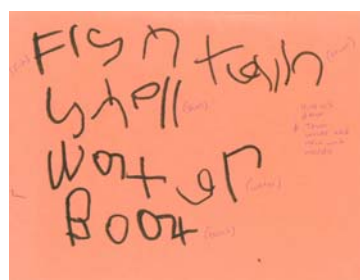
5.6 The child uses many written words (developmental and conventional spelling) to tell a story, create a message or make a list. Drawings will no longer be visible. Be sure to ask the child to tell you about the writing. Record their responses.



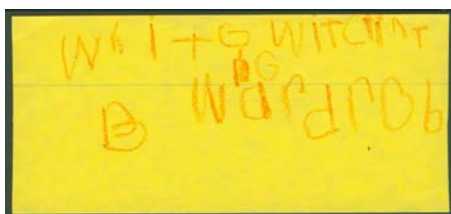
Item 5.6 3 Hospital



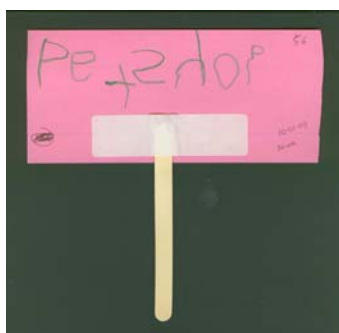
Item 5.6 4 Book list



Item 5.6 5 Word list



Item 5.6 1 Witch Wardrobe



Item 5.6 2 Pet shop

6. How does the child write his or her name (without using a model)?

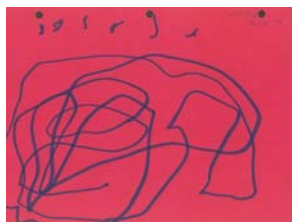
6.1 Any time the child writes his or her name, the child makes some sort of mark/scribble to represent their name.



Item 6.1 1

6.2 Any time the child writes his or her name, the child makes a consistent mark/scribble to represent their name. Note how this child's name has

progressed from the example above to here.



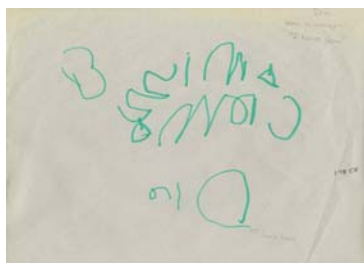
**Item 6.2 1**

6.3 Any time the child writes his or her name, the child makes letter like forms in scribble to represent their name. Note here how this same child as shown in the first two examples is clearly adding attempts at the letter C and O.



**Item 6.3 1**

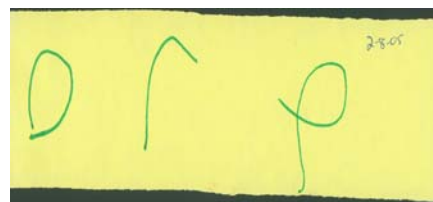
6.4 Any time the child writes his or her name, the child writes some letters to form name (not necessarily in order). Note how Dre has written his name backwards, with a D, part of the r and the e laying sideways.



**Item 6.4 1**

6.5 Any time the child writes his or her name, the child writes name in

recognizable form. Note how Dre has advanced from this example to the one previous. The second example is included to show that name writing will not always be caught on paper. Be sure to look for name writing in varied forms.

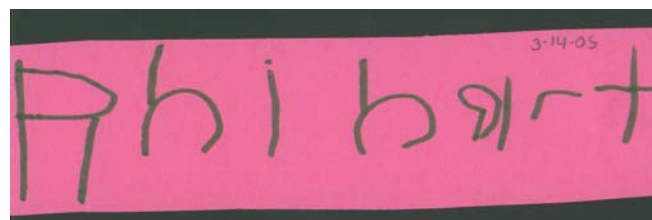


**Item 6.5 1**



**Item 6.5 2**

6.6 Any time the child writes his or her name, the child writes his first and last name and/or other names.



**Item 6.6 1**

## ALPHABET KNOWLEDGE

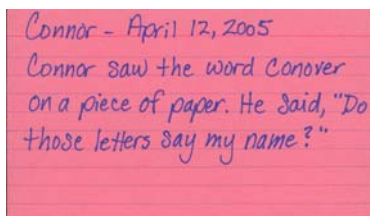
### 7. How does the child interact with/use letters of the alphabet?

7.1 The child explores through mouthing, touching and playing with alphabet materials, e.g., alphabet puzzles, alphabet stamps, alphabet magnetic letters, alphabet cookie cutters.

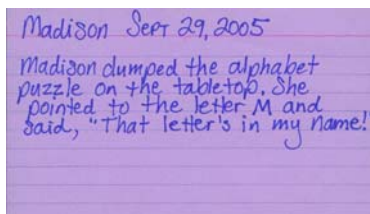


Item 7.1 1

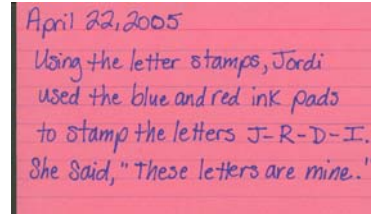
7.2 The child knows that letters are different from pictures and shapes. The child could point out letters anywhere they see them. They could say, "That's a letter," without identifying the actual letter. If a child has scored a "6" on item 4, or a "5" on item 5, then he or she is at least at this level on item 7.



Item 7.2 1

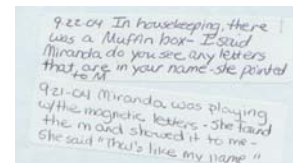


Item 7.2 2

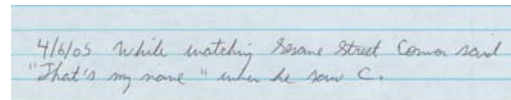


Item 7.2 3

7.3 The child recognizes the first letter in his or her name by saying the letter name, writing the first letter in his or her name or pointing to it. He or she does not have to label the letter name in order to receive this score. For example, he or she may point to a word that has the first letter of their name in it and say, "That looks like my name."



Item 7.3 1



Item 7.3 2

7.4 The child recognizes letters in addition to the first letter in his/her name and recognizes letter in the names of others. He or she does not have to identify the letters. The child could notice the letters in other words and point them out, saying, "There's John's name," when showing you the letter "J".



Item 7.4 1



3/18/05 Connor was using  
lingo marker on an N. He told  
I used "Q" on putting dots on my N."

#### Item 7.4 2

- 7.5 The child will identify letters in his/her name or the names of others by labeling the letter name, or pointing to/gazing at a letter when named.

9/04 while working the  
alphabet puzzle I asked  
Miranda to find the M- she  
pointed to it

#### Item 7.5 1

4-4-05 while looking through  
a book, Miranda pointed to  
an B and said "Look an  
M- like my name"

4-7-05 Playing w/ magnetic  
letters, Miranda  
identified B, R, M, S, Q, A

4-11-05 while "playing teacher"  
w/ the children's names- one of  
the children pointed to the kid  
Kobe's name and said "what letter  
is that?" Miranda said "K"  
came with B and S

#### Item 7.5 2

- 7.6 The child will identify at least 10 letters using the same methods as in 7.5.

2-4-05 identified the letters C, B, E, A  
S, F, T, J, M, and said one she made  
it. The M is in the J like the letters  
in my name. I pointed out the letters  
in my name

4-12-05 While playing w/  
magnetic letters, he identified  
A, D, J, S, G, P, C, M, T, O,  
E, K

4-22-05 At writing center,  
Dre and I were looking at  
the class names- he identified  
A, D, J, S, P, C, M, T, K, E

#### Item 7.6 1

### PHONOLOGICAL/PHONEMIC AWARENESS

8. How does the child demonstrate phonological awareness?

- 8.1 The child participates in familiar sound and word play, songs, finger plays through visual cues and imitation. The

child will follow along by watching others.

08/20/04 Dan sang "Tumble,  
Tumble Little Star" while  
listening to look on tape

#### Item 8.1 1

- 8.2 The child attends to and follows the rhythmic beat of language and song. The child will sway to music or rhyme, or may sway, bounce or clap along with the song. This can occur by the child feeling vibrations.



#### Item 8.2 1

10/10/04 During free time before  
school Connor brought  
"Chicka Chicka Boom Boom" to  
me and said "Read cannot  
read" I sang the book to  
him. He asked sounds as  
and tapped the rhythm of  
words on my arm

#### Item 8.2 2

7/7/04 Dan clapped and  
sang songs and group  
dances with

#### Item 8.2 3



#### Item 8.2 4

- 8.3 The child identifies/names sounds in the environment, for example saying "a doggie goes woof, or pointing to or looking at the door when he or she sees a door bell.

08/17/04 Sam identified taped sounds in group.

Item 8.3 1

Common makes train sounds in the block center. Outside when we hear the train he tells us it's a train.

Item 8.3 2

- 8.4 The child repeats rhythmic patterns in poems and songs. The child repeats the cadence from the words and songs. During group time, the child can repeat poems and songs. During free times, he or she sings songs or makes rhythms on their own. You might want to ask parents if they are hearing these things at home.

The quack, Hey Diddle Diddle as follows  
"Hey Diddle Diddle  
The cow jumped over the moon  
To sit the spot  
The dish ran away with  
the spoon," Common 3/15/05

Item 8.4 1

4-20-05 Miranda sang or said Humpty Dumpty after we said it as a group

Item 8.4 2

5-4-05 Miranda sang on her own! The Day Betsy Spider

Item 8.4 3

3-20-04 Miranda sang and acted out the Bear Hunt song - keeping the rhythmic pattern.

Item 8.4 4

- 8.5 The child tells you words that have the same beginning sound. They do not have to label the initial sound.

4-20-05 While doing "What's for lunch?" Dre pointed to the S and said "S-S-S-like Samuel"

Item 8.5 1

Dre 9/9  
Mrs. E asked "What starts like Chris?"  
Dre said "Crost" (which had not been said before)

Item 8.5 2

9-13-04  
Dre said pineapple starts like Payton

Item 8.5 3

(Note on how to create opportunity for this item: toss a beanbag around circle time. Ask the children to give a word that starts like /b/ banana. Note who is able to give a word like "ball" when it is their turn to catch the beanbag.)

- 8.6 The child will identify the letter name and sound. For example, if asked, "What does the word banana start with?" The child could answer, "B, like boy." The child must name the letter.

4-15-05  
Dre said - there's a M - sounds like M milk, Milo

4-18-05 While looking at a book - There's a K like Kiki's name - cut cut cut like candy, Chio

Item 8.6 1

## 9. How does the child demonstrate phonemic awareness?

- 9.1 The child completes a familiar rhyme when the rhyming words are left off by saying the missing rhyming word. For a child who is unable to vocalize, you can also use pictures to give the child a choice of a picture that completed the rhyme and one that does not. For example, you could say, "Hickory, dickory, dock, a mouse ran up the

\_\_\_\_\_” and show the child a picture of a shoe and a clock. The child would receive credit if he/she can point to or eye gaze at the picture of the clock if they are unable to vocalize.

980 Miranda was singing  
Twinkle Twinkle Little Star  
-the words complete it  
when I stopped at rhyming words

990 Miranda finished the  
Jack and Jill song -the  
song and kept the rhyme  
buddy and completed the rhyme  
words when I stopped.

998 Miranda completed the  
Humpty Dumpty song when  
was song it together and I  
stopped at the rhyming words

Item 9.1 1

- 9.2 The child identifies and/or creates a rhyme. It could be a nonsense rhyme. For example you may hear a child say, “Humpty Dumpty sat on a potty, Humpty Dumpty had a great slotty.” When the child identifies a rhyme, he or she could tell you that “bat” and “hat” rhyme.

3-1-05  
while playing a rhyming  
game - Miranda matched  
cure/hare hare/hare

4-1-05 Miranda said hog  
and dog rhymes.

4-2-05 Miranda matched  
the picture cat & hat, then  
said “cat rhymes”

Item 9.2 1

- 9.3 The child plays with sounds of alliteration with an awareness of initial sounds. The child can consistently substitute initial sounds or make alliterative word pairs. For example you may hear a child playing with words saying, “Pee, pee, poo, poo, pa, pa” or may create word pairs like “Monkey Monday,” or “Tiger Tuesday”.

Susan - 3/15/05

At group time when we had finished finding all the items in the sound box that started with /m/, Susan walked from the group to her center choice while saying “may-me-may-me.”

Item 9.3 1

Thomas - 4/3/05

Outside on the playground, Thomas was pushing a train along a painted track on the concrete. He was saying train-track, train-track, train-track as he pushed the train, with a definite pause between the two words.

Item 9.3 2

Ted - 2/28/05

While working on an animal puzzle in centers, Ted said “That’s a lazy lion laying there.”  
And then he repeated, “lazy, laying, lion.”

Item 9.3 3

- 9.4 The child can demonstrate hearing separate words in a sentence (may be by jumping for each word, for example). He or she may be able to tell you how many words are in a sentence if he/she knows how to count, but counting is not the point. The child can demonstrate in any way that they are hearing different words in sentences.

4-8-05 while doing what’s for lunch? - I asked the to count how many words were in the question. He said 3

5-1-05 while looking at a chart I asked the to count the number of (word) words in the sentence - he said 5

5-4-05 while looking at the book he sat on a snail? I asked the how many words were in the title; he said 4.

Item 9.4 1

(Note to create opportunity for this item, it is suggested that you use different movements such as jumping, bouncing a ball, or tapping one’s head when counting our words in a sentence and use clapping to count out syllables in a word.)

- 9.5 The child can clap out a word into syllables and/or blend a word that has been divided into syllables back into one word. The child can “tell” you how many syllables are in a word by clapping them out (2 claps for “happy”). He or she may also listen for his or her name clapped out by number of syllables. For example you could say, if your name sounds like “clap, clap” you may go to snack. If the child whose name has two syllables, like “Patty” responds appropriately, then you may give him this score.

Dre 8/19/04  
Mrs. C said "guess whose name I'm clapping" she clapped one. Dre thought a second, & said "me."

Item 9.5 1

11/22/04 Dan could beat the # of syllables in his name on a gathering drum

Item 9.5 2

8/23/04 Dan could shake the syllables in name correctly with shaking egg

Item 9.5 3

9-10-04  
Dre clapped out the syllables in Payton, Tabor and Kobe's names

Item 9.5 4

- 9.6 The child at this advanced level can tell you what is different between the two words, “bug” and rug” by saying that the first letters or the first sounds are different. He or she may be able to tell you what word you will create if you “take away the “b” in bug and put an “r”.

April 27, 2005  
After listening to Green Eggs and Ham, Justin said that Sam and Ham rhyme. "S-S-Sam and H-H-Ham are different beginnings."  
Maddie added "B-b-beat...g-g-goat are different beginnings, too."

Item 9.6 1

## ORAL LANGUAGE

### 10. How does the child interact during literacy related activities?

- 10.1 The child will make any type of vocalization while being read to or while looking at environmental print, and/or using writing/drawing tools.

7/22/04 Cannon said "open" on a pop up page

Item 10.1 1

Christian said "rain" 07-27-04  
when I asked him what it was in the book.

Item 10.1 2

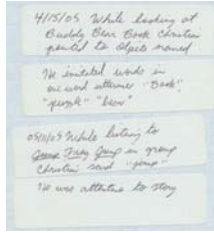
- 10.2 The child looks at, points to pictures in a story book or to props related to a story being read to him or her.

4/12/05 Christian was attentive to story in group Mrs. Wally Wally. He smiled and pointed. When asked to find the model cow in the "mud", he did. He said "mud"

Item 10.2 1

- 10.3 The child labels through speech, sign language or augmentative communication device(s) actions, characters, or illustrations in a story book.





Item 10.3 1

- 10.4 The child makes comments on something in a story or relates something that is happening in a story to his or her own experiences before, during, or after the story is shared. He or she may communicate via speech, sign language, and/or augmentative communication device(s).



Item 10.4 1

Dre 1/11/05  
@ group time, Mrs. Finney asked what we can do with snakes & Dre said we could make a snakebook & put in our pictures it would be great. Yesterday we had read A Snakey Day where this happened with the snake.

Item 10.4 2

- 10.5 The child asks questions about a story, before, during or after it is shared. He or she may communicate via speech, sign language, and/or augmentative communication device(s).

Miranda May 13, 2005  
Miranda and I read the book A Color of His Own. She asked, "Why he not like his color?" I asked, "Is he happy now?" She said, "Yes, he has friend."

Item 10.5 1

- 10.6 The child retells a story with a beginning, middle, and ending. The story can be related to a story he has heard or about an experience he or she

has had. Retelling the activity in sequence may be counted for this item score.

Example of a child's story in response to "Tell us about your weekend": "I went to my dad's. You know what? He bought a snake. He bought a black snake. I want to tell you his name. Snakey. He put rocks in the cage-what he can sleep in. He bought it for me because it's almost my birthday. It's almost Christmas you know."

Item 10.6 1

Payton 10/16/03  
Looking at a pumpkin book in Book 26b Center, ~~Payton~~ a page in the book had pictures of pumpkin "life cycle" and she pointed at each picture and said what was happening.

Item 10.6 2

4:20:08 Dre retold the story Goldilocks and the 3 Bears in order and using storybook language

Item 10.6 3

## 11. How does the child engage in story telling?

- 11.1 The child imitates actions, sound effects, words and/or repeated lines from a familiar story.

9:21:04 Miranda looked through the 3 Busy Bees Gruff book with me. She would point to the characters as I talked about them. She used some storybook language. She would say "trip! trip, trip! trip!" She turned the pages one at a time for me.

Item 11.1 1

- 11.2 The child spontaneously uses actions, sound effects, words, from familiar stories. For example, you may see a child in the dramatic/pretend play area acting out something from a story you have just read.



Item 11.2 1

9.21 on the road the mother characters to recall the story of the 3 Billy Goats Gruff - He said "They were 3 goats - they had no food - they had to cross bridge, but a troll underneath - The big goat across - trip, trip, trip, trip - (The troll) who that tripping over my bridge goat - (The troll) He little you up: (The goat) No, wait on my brother - he bigger - (The troll) We'll go on - (same for 2nd goat) 3rd goat same until "I gonna eat you" (The goat) "Will come on" Had them fight - troll fell in "Arty" "The goats were all together!"

Item 11.2 2

Date: 9/20/04  
When Mrs. C was reading the book *The Three Bears* @ group time, Dre said some of the repetitive lines with her (i.e. "somebody's been sleeping in my bed")

9.22 on Dre was playing in block center - He build houses - 2 floors for the pigs - inside the pigs and the wolf - He said the story and the all characters roles and actions the story several times. They used storybook language - "Little pig, little pig, let me come in" "Not by the hair of my chestnut chin" (Huffd, Huffd, Huffd house in)

Item 11.2 1and Item 11.3 1

- 11.3 The child may finish his or her stories with "the end" or you may hear them use and/or repeated lines from familiar stories. For example, after having heard *The Very Hungry Caterpillar* several times you may hear a child say, "And he was still hungry" while at the snack table.



Item 11.3 1

Date: 9/20/04  
When Mrs. C was reading the book *The Three Bears* @ group time, Dre said some of the repetitive lines with her (i.e. "somebody's been sleeping in my bed")

Item 11.3 2

- 11.4 The child can answer any type of question about a story with which he or she is familiar.



Item 11.4 1

- 11.5 The child is familiar enough with story characteristics that he or she is able to predict what might happen in an unfamiliar story. You will need to show the child the cover and go on a picture walk with him or her and ask what he or she thinks is going to happen. Score this item at this level if the child makes any logical predictions.

Miranda Feb 3, 2005

While reading, *Are You My Mother?* for the first time, I asked Miranda, "How does the bird feel?" Miranda said, "Sad, he want his mommy." I said, "Yes, sure. What do you think his mommy is doing?" She said, "Getting food."

Item 11.5 1

- 11.6 The child is scored at this level if he or she can change the details when telling a familiar story and/or if he or she can tell an original story. A story must have a beginning, middle, and ending in order to be scored at this level.

Example of a 4 year old child's "original" story. She wrote a book by drawing a sequence of pictures then dictating this story to her teacher.

There was a hole in the tree and Henry was in it and said, "Boo!" out to two of his friends. The friends were so frightened they cried. Henry felt bad. He went back home. He ran as fast as he can home. Henry said, "I will never do that again." So he never did that again. And one of his friends said, "I wish he didn't do that." Henry knew that being nice to his friends is better than scaring them, so he went out the door and said to his friends, " I'll never scare you out of the tree again. The end.

**Item 11.6 1**